DOCUMENT RESUME

ED 222 741 CE 034 220

AUTHOR Dunmeyer, Kathryn; And Others
TITLE Health Occupations Education I. Module No. V-A to V-D.
INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE 81
NOTE 24p.; For related documents, see CE 034 215-226.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; Medical Services; *Nurses Aides; Performance Tests; Postsecondary Education; Secondary Education; Student Evaluation
IDENTIFIERS *Bedmaking; *Patient Care

ABSTRACT

This set of 4 modules on bedmaking is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: making unoccupied beds, making occupied beds, making the surgical bed, and adjusting the hospital bed. (YLB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED222741

# HEALTH OCCUPATIONS EDUCATION I

MODULE NO. V-A to V-D

**Materials Developed By**

Kathryn Dunmeyer
Lynhaven Career Center
3560 Lynhaven Drive
Columbia, SC 29204

Lucie Blumstein
Calhoun-Orangeburg Vocational
Education Center
P. O. Box 1446
Orangeburg, SC 29115

Nancy Day
Enoree Area Vocational Center
108 Scalybark Road
Greenville, SC 29609

Patricia De Leone
Howard High School
Kaminski Street
Georgetown, SC 29440

With Special Assistance From
Barbara H. James
State Consultant
Health Occupations Education

Development Directed By
Patricia A. Wilson
Curriculum Specialist, Clemson University

Ellen T. Hayden
Curriculum Designer, SC Department of Education

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

**Produced By**
**SC Department of Education**
**Office of Vocational Education**
**Vocational Curriculum Development Section**
**Columbia, SC 29201**

**1981**

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E L Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 034 220

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams, State Superintendent of Education

Division of Instruction
Sidney B. Cooper, Deputy Superintendent

Office of Vocational Education
Dr. Moody M. Oswald, Jr., Director

Vocational Curriculum Development Section
Dr. Robert T. Benson, Chief Supervisor

South Carolina Department of Education: An Equal Opportunity Agency
Columbia, South Carolina 29201

# MAKING UNOCCUPIED BEDS

## INTRODUCTION

A hospital patient usually spends a great deal of time in bed. If a patient cannot get up, he/she must eat, bathe, and have medical treatments while in bed, so the bed should be as comfortable and the linen as wrinkle free as possible. In this module you will learn how to make a wrinkle-free bed, without a patient in it, in six minutes.

## DIRECTIONS

In order to complete this module you will need a mattress pad, two sheets, a plastic or rubber drawsheet (optional), a drawsheet (may be a regular sheet), a spread, pillow, and a pillow case.

Read the objective. If you think you are able to perform this task, read the Check-Out Ac tivity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

## OBJECTIVE

Given the necessary linens and supplies and a hospital bed, make an unoccupied bed in six minu tes. Corners must be tightly fitted (mitered) and the bed wrinkle free.

## LEARNING ACTIVITIES

1. READ about making unoccupied beds on pages ~~191-205~~ in your text, Nursing Skills for Allied Health Services,

   (and/or) _____.

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. OBSERVE a demonstration on making an unoccupied bed,

   (and/or) _____.

4. VIEW the Trainex filmstrip, "Cleaning the Check-Out Room,"

   (and/or) _____.

5. PRACTICE until you can make the bed in six minutes or less. (Suggestion: Have a student partner read aloud the steps for making an unoccupied bed as you make it for the first time.) The steps are found on pages 199-205 of your text, Nursing Skills for Allied Health Services,

   (and/or) _____

6. BEGIN making your bed at home, using the same steps as you use in making a hospital bed,

   (and/or) _____.

7. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

## STUDENT SELF-CHECK

### Terminology

On a separate sheet of paper match the words in Column A to their definitions in Column B. Check your answers against the key.

COLUMN A

1. closed bed
2. drawsheet
3. foundation sheet
4. gatch
5. miter
6. taut
7. tuck (pleat)
8. lengthwise

COLUMN B

A. Pulled tightly.

B. A method of making the corners at equal angles so that the sheets and spreads fit properly.

C. A clean bed with linens on it.

D. A special sheet that is placed across the middle of the bed to protect it.

E. The bottom sheet.

F. A fold in sheet to provide toe room.

G. The notch that is used to raise the head of the bed.

H. In the long direction.

## CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, MAKING UNOCCUPIED BEDS.

Provided a bed and the necessary linens, make an unoccupied bed.

## MAKING UNOCCUPIED BEDS

Student _____

Date _____

### Evaluator's Final Checklist

Check the student's performance in the following elements of making unoccupied beds.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

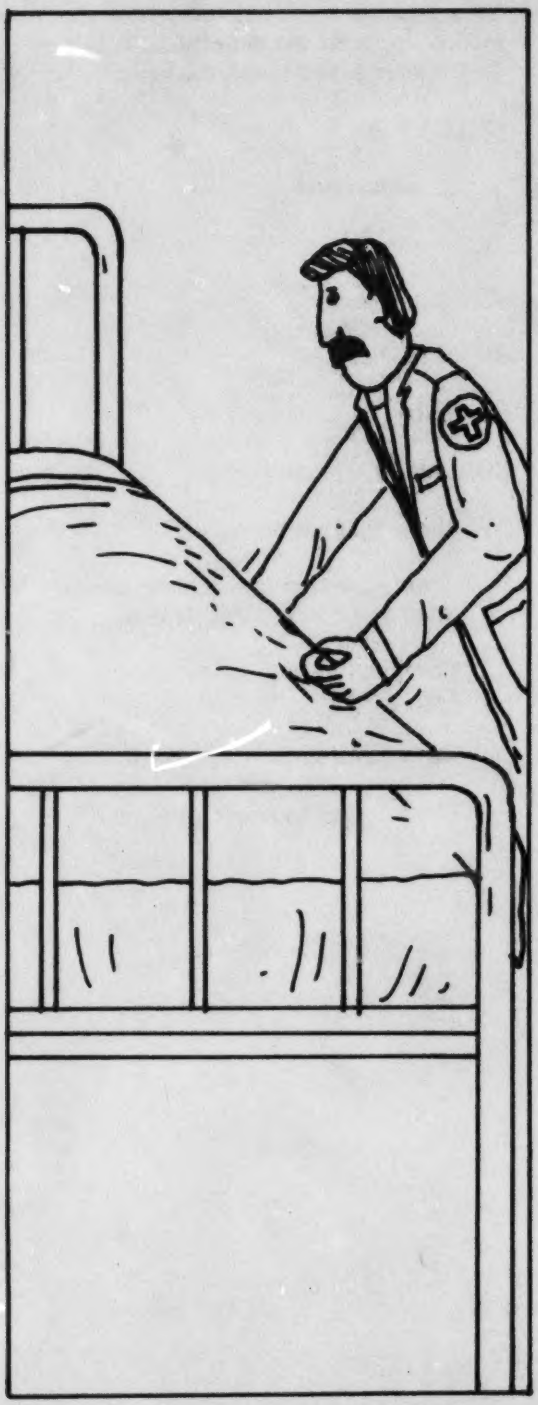
| | Student Performance | | | |
|---|---|---|---|---|
| | Not Applicable | Not Accomplished | Partially Accomplished | Fully Accomplished |
| When making unoccupied beds, the student: | | | | |
| A. Fitted all the corners tightly and smoothly. | [ ] | [ ] | [ ] | [ ] |
| B. Fitted sheets so that bed was wrinkle free. | [ ] | [ ] | [ ] | [ ] |
| C. Completed bed in six minutes. | [ ] | [ ] | [ ] | [ ] |

## STUDENT SELF-CHECK KEY

### Terminology

1. C
2. D
3. E
4. G
5. B
6. A
7. F
8. H

# MAKING OCCUPIED BEDS



## INTRODUCTION

In this module you will be learning how to make an occupied bed, a bed with a paient in it. Bedmaking is more important in the hospital than for you at home because the patient spends most of the time in the bed. Often, the patient is too weak to get out of bed or is getting some type of medical treatment, so the bed will have to be made with the patient in it. Bedmaking is usually done as a part of the personal care given the patient each day and is a responsibility of the health assistant. Making the occupied bed is similar to the previous module, MAKING UNOCCUPIED BEDS.

## DIRECTIONS

In order to complete this module you will need two sheets, a plastic or rubber drawsheet (optional), a drawsheet (may be a regular sheet), pillow, pillow case, and a spread. You will also need a mattress pad if the one on the bed is soiled.

Before you start to work on this module, be sure you have completed the module entitled, MAKING UNOCCUPIED BEDS.

Read the objective. If you think you are able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

## OBJECTIVE

Given a patient in a hospital bed and the necessary linens, make an occupied bed. The patient must be moved with minimum discomfort and good body alignment maintained throughout the procedure. The mitered corners of the sheets must be fitted tightly and the bed free from wrinkles.

## LEARNING ACTIVITIES

1. READ about the procedures for making an occupied bed in your text, Nursing Skills for Allied Health Services, pp. 207-211,

   (and/or)_____.

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. VIEW Trainex filmstrip, "Occupied Bedmaking," to learn the technique for making a bed with a patient in it,

   (and/or)_____.

4. OBSERVE a demonstration given by your instructor on making an occupied bed,

   (and/or)_____.

5. PRACTICE, with the help of another student acting as a patient, the procedure for making an occupied bed,

   (and/or)_____.

6. COMPLETE Student Self-Check, OCCUPIED BEDS.

7. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

## STUDENT SELF-CHECK

### Terminology

On a separate sheet of paper match the words in Column A to the definitions in Column B. Check your answers with the key.

COLUMN A

1. occupied bed
2. fan fold
3. soiled linen
4. drawsheet
5. miter

COLUMN B

A. Linen that has been used.

B. Sheet covering the middle of the bed used for turning the patient.

C. Complete linen change with patient in bed.

D. Turn down sheet to bottom of bed.

E. Make corner angles fit smoothly.

9

## STUDENT SELF-CHECK KEY

### Terminology

1. C
2. D
3. A
4. B
5. E

## STUDENT SELF-CHECK KEY

### Occupied Beds

1. This keeps from tiring a patient and is quicker.
2. The pillow should be placed on the bed so that the open ends of the case are away from the door of the room. This gives the bed a neater appearance.
3. This provides privacy to the patient.
4. Soiled linen should be placed in the soiled linen hamper.
5. Gather two sheets, cloth drawsheet, spread, and pillow case.

## STUDENT SELF-CHECK

**Occupied Beds**

On a separate sheet of paper record your answers to the following questions. Compare your responses to the key.

1. Why should one side of the bed be made at a time?
2. How should the pillow be placed on the bed? Why?
3. Why is it important to close the door of the room or pull the bedside curtains?
4. Where should the soiled linen be placed after it is removed from the bed?
5. What items should be gathered before starting to make a bed?

## CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, MAKING OCCUPIED BEDS.

Provided with a bed and a set of linens, make an occupied bed.

**MAKING OCCUPIED BEDS**

Student _____

Date _____

**Evaluator's Final Checklist**

Check the student's performance in the following elements of making occupied beds.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

| | Student Performance | | | |
|---|---|---|---|---|
| | Not Applicable | Not Accomplished | Partially Accomplished | Fully Accomplished |
| When making occupied beds, the student: | | | | |
| 1. Moved patient with minimum discomfort. | [ ] | [ ] | [ ] | [ ] |
| 2. Maintained good body alignment. | [ ] | [ ] | [ ] | [ ] |
| 3. Made mitered corners fit smoothly and neatly. | [ ] | [ ] | [ ] | [ ] |
| 4. Fitted sheets so that the bed was wrinkle free. | [ ] | [ ] | [ ] | [ ] |

# MAKING THE SURGICAL BED

## INTRODUCTION

The surgical bed may also be called the anesthetic bed, postoperative bed, stretcher bed, OR bed, or recovery bed. The object is to make the bed so that the patient may be transferred from a stretcher to the bed with a minimum of motion and discomfort. Basically, the bed is made in the same manner as the unoccupied bed. In this module you will learn how to make the surgical bed.

## DIRECTIONS

In order to complete this module you will need a mattress pad, bottom sheet, top sheet, rubber drawsheet, cloth drawsheet, spread, pillow case, blanket, towel or disposable pad.

Before you start to work on this module, be sure you have completed the module entitled, "Making Unoccupied Bed."

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

## OBJECTIVE

Provided the necessary linens and a hospital bed, make a surgical bed. The bottom sheet must have its corners mitered, be tightly fitted, and be wrinkle free. The top bedding must be folded out of the way. The bed must be made in six (6) minutes or less.

## LEARNING ACTIVITIES

1. READ about the surgical or anesthetic bed in your text, Nursing Skills for Allied Health Services, pp. 205-207,

   (and/or)_____

2. COMPLETE Student Self-Check, SURGICAL BEDS.

3. OBSERVE a demonstration by your instructor on making a surgical bed,

   (and/or)_____

4. PRACTICE making a surgical or anesthetic bed, using the performance checklist on p. 214 of your text, Nursing Skills for Allied Health Services.

   (and/or)_____

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

## STUDENT SELF-CHECK

**Surgical Beds**

Read each statement and determine whether it is True or False. Record your response on a separate sheet of paper. Compare your answers with the key.

1. Cotton bath blankets are necessary to make a surgical bed.

2. When making surgical beds, the top covers are fan-folded lengthwise to the side of the bed; widthwise folds are unacceptable.

3. When making surgical beds, towels or disposable pads may be placed at the head of the bed.

4. When making surgical beds, pillows are placed on the bed with the open end away from the door.

5. When making surgical beds, furniture should be moved away from the bed.

## CHECK-OUT ACTIVITIES

The statement below explains the activities you must be abie to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, MAKING THE SURGICAL BED.

Provided the necessary linens and a hospital bed, make a surgical bed.

14

**MAKING THE SURGICAL BED**

Student _____

Date _____

**Evaluator's Final Checklist**

Check the student's performance in the following elements of making the surgical bed.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

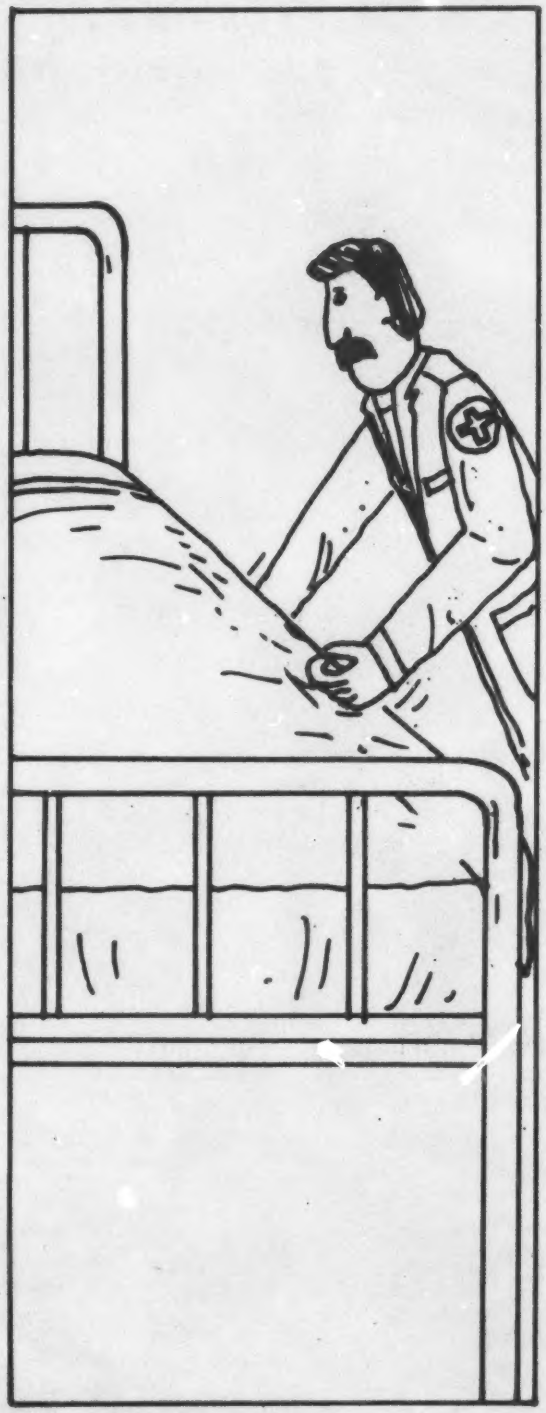
| | Student Performance | | | |
|---|---|---|---|---|
| | Not Applicable | Not Accomplished | Partially Accomplished | Fully Accomplished |
| When making the surgical bed, the student: | | | | |
| 1. Mitered the corners of the bottom sheet. | [ ] | [ ] | [ ] | [ ] |
| 2. Fitted the bottom sheet tightly so that it was wrinkle free. | [ ] | [ ] | [ ] | [ ] |
| 3. Folded the top bedding out of the way. | [ ] | [ ] | [ ] | [ ] |
| 4. Made the bed in six (6) minutes or less. | [ ] | [ ] | [ ] | [ ] |

## STUDENT SELF-CHECK KEY

### Surgical Beds

1. False — Cotton bath blankets are optional.
2. False
3. True
4. False
5. True

# ADJUSTING THE HOSPITAL BED



## INTRODUCTION

Because a hospital patient spends a great deal of time in bed, many activities must be carried on while in bed. The hospital bed is designed and built so that it can be adjusted to many different positions to make the patient comfortable and safe. In this module you will learn how to operate both manually and electronically controlled hospital beds and to put the beds in various positions.

## DIRECTIONS

In order to complete this module you will need a hospital bed.

Before you start to work on this module, be sure you have completed the module entitled, "Washing Hands."

Read the objective. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

## OBJECTIVE

Provided a hospital bed, adjust the bed to the following positions:

1. Fowler's
2. Semi-Fowler's
3. Trendelenburg's

4. Reverse Trendelenburg's
5. Contour
6. Hyperextension

The bed must be adjusted in the correct manner for each position and without errors in selection and movement of the controls.

## LEARNING ACTIVITIES

1. READ about adjusting the hospital bed in your text, Nursing Skills for Allied Health Services, pp. 194-198.

   (and/or)_____.

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. OBSERVE a demonstration by your instructor of adjusting the hospital bed to the various positions.

   (and/or)_____.

4. PRACTICE adjusting the hospital bed to the various positions with the assistance of another student as a patient.

   (and/or)_____.

5. COMPLETE Student Self-Check, BED POSITIONS.

6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

## STUDENT SELF-CHECK

**Terminology**

**Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers against the key.**

| Column A | Column B |
|---|---|
| 1. Fowler's | A. The notch on the underframe of a bed, used to maintain a sitting position |
| 2. Semi-Fowler's | B. The head and the foot of the bed lowered. |
| 3. Gatch | C. The head section is elevated; the knee and foot sections are elevated. |
| 4. Trendelenburg's | D. The head section is lowered; foot section is elevated. |
| 5. Reverse Trendelenburg's | E. Backrest is raised at 45 degrees - knees raised 15 degrees. |
| 6. Contour | F. The head section of bed is elevated; foot section is lowered. |
| 7. Hyperextension | G. Head of bed raised 45.7 to 50.8 cm (18 to 20 inches). |
| 8. High position | H. Used when bed is being made or linen changed. |
| 9. Intermediate position | I. Used by the patient to turn or to move about in bed. |
| 10. Low position | J. Used during treatment or nursing care procedures. |

## STUDENT SELF-CHECK

**Bed Positions**

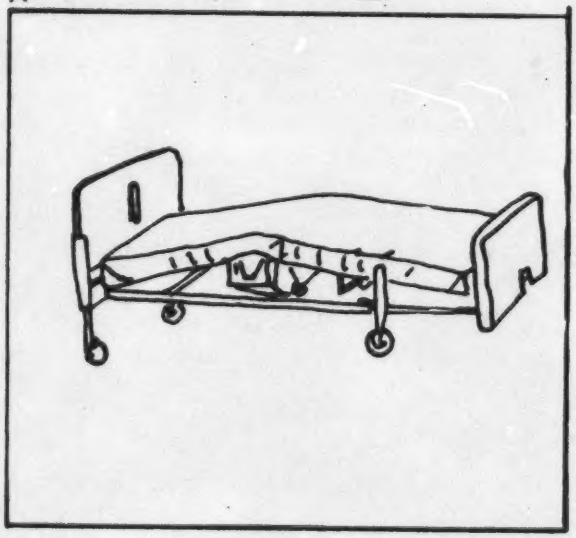
Match each of the following terms with the appropriate illustration. Record your answers on a separate piece of paper. Compare your answers with the key.

Terms

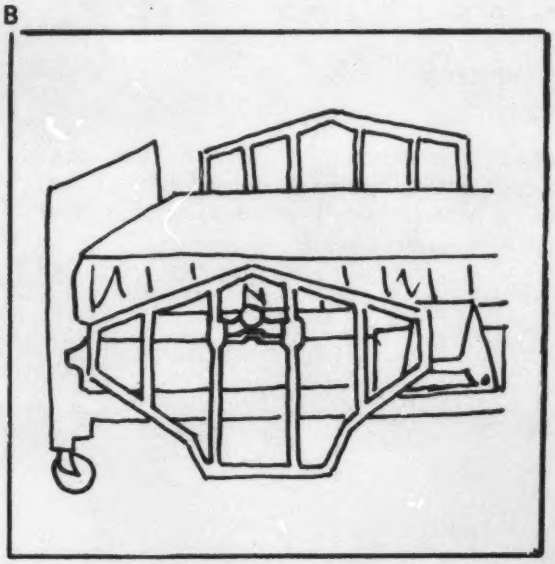
1. Trendelenburg's
2. Reverse Trendelenburg's
3. High position
4. Semi-Fowler's
5. Intermediate position
6. Low position
7. Hyperextension
8. Contour
9. Fowler's

Illustrations

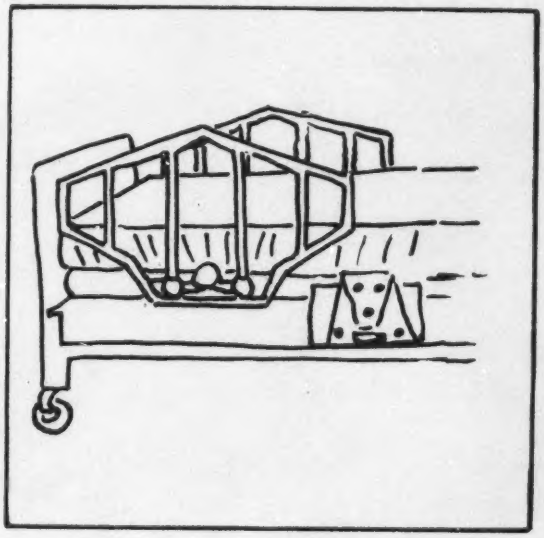
A



B



C

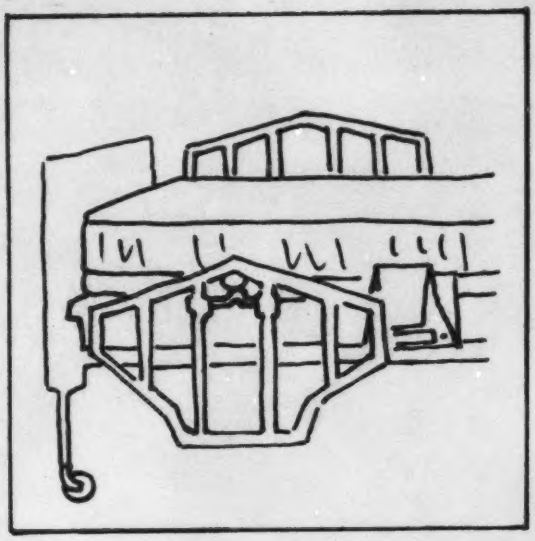


20

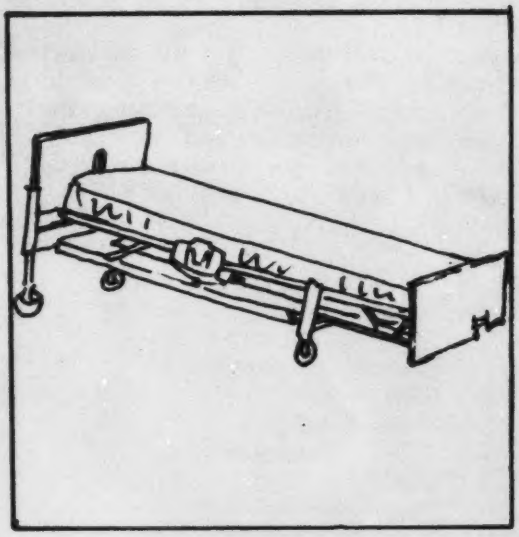
## STUDENT SELF-CHECK (contd.)

**Bed Positions**

D

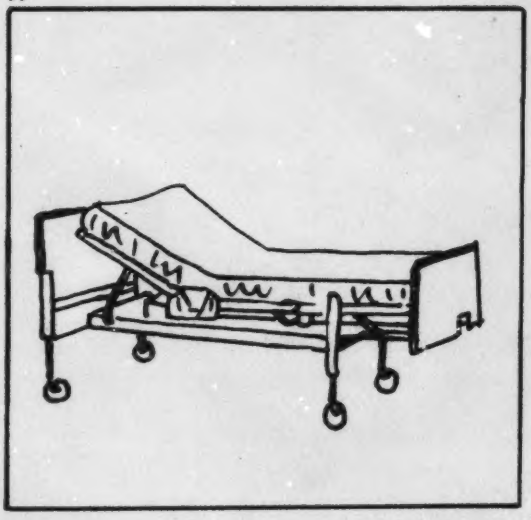


G

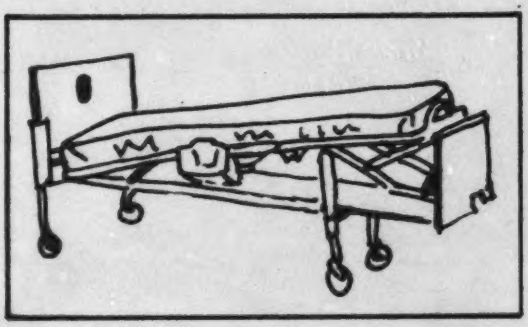


E

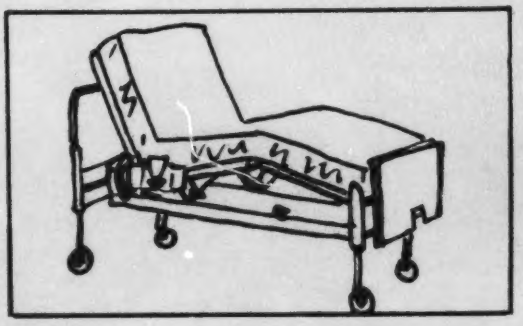
H



F



I



## CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, ADJUSTING THE HOSPITAL BED.

Provided a hospital bed, adjust the bed to the following positions:

1. Fowler's
2. Semi-Fowler's
3. Trendelenburg's
4. Reverse Trendelenburg's
5. Contour
6. Hyperextension

**ADJUSTING THE HOSPITAL BED**

**Student** _____

**Date** _____

**Evaluator's Final Checklist**

**Check the student's performance in the following elements of adjusting the hospital bed.**

**Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.**

**Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.**

| | Student Performance | | | |
|---|---|---|---|---|
| | Not Applicable | Not Accomplished | Partially Accomplished | Fully Accomplished |
| The hospital bed was adjusted to the following positions in the correct manner without errors in selection and movement of the controls. | | | | |
| 1. Fowler's position | [ ] | [ ] | [ ] | [ ] |
| 2. Semi-Fowler's | [ ] | [ ] | [ ] | [ ] |
| 3. Trendelenburg's | [ ] | [ ] | [ ] | [ ] |
| 4. Reverse Trendelenburg's | [ ] | [ ] | [ ] | [ ] |
| 5. Contour | [ ] | [ ] | [ ] | [ ] |
| 6. Hyperextension | [ ] | [ ] | [ ] | [ ] |

**STUDENT SELF-CHECK KEY**

**Terminology**

1. G
2. E
3. A
4. D
5. F
6. C
7. B
8. I
9. J
10. H

**STUDENT SELF-CHECK KEY**

**Bed Positions**

1. F
2. G
3. C
4. I
5. B
6. D
7. A
8. E
9. H